

TIPS AND GUIDANCE FOR TEACHERS

Chapter 1: Hier ben ik

In this chapter you will learn to talk about yourself and how the ways that you use the language also gives away something about yourself (and others). You will also learn about various conventions used when greeting people. We will look at what you actually 'do' when you use language: which functions and tasks you perform, and what strategies you can use for writing, depending on what impression you want to achieve.

Further suggestions:

- Introductions: bring pictures of famous people (cuttings from magazines and newspapers) to class and ask students to describe them in various activities. This can be done in the first person, as an introduction. They can be used to check information is correct in the second person. And finally students can talk about them in the third person. Similar activities can be done with business cards.
- Numbers up to a hundred: bring dice to the classroom to practise counting up and down. Students work in twos or threes, throwing the dice and adding up the numbers.
- De / het: some students like a more detailed overview of when to use the articles *de* and *het*. You can give them this [handout](#). [*insert link to de_het_overzicht.doc*]
- Present tense: most students like clear overviews, you can give them the following [handout](#) [*insert link to presens_overzicht.doc*] which details the present tense with all relevant spelling issues, including the irregular verbs.
- Reading: you can do easy reading exercises by bringing brochures and leaflets to class and asking students to extract information from them. They can answer in English, the aim is to practise gathering/finding information in a Dutch language source. You can ask for addresses, phone numbers, names etc.

Chapter 2: Samenleven

In this chapter you are encouraged to think about the way that the tone in which you talk conveys messages in its own right. This chapter focuses on communications between people living together and the practical issues which arise when people interact and which need to be resolved. In this chapter you will also learn about the little words that colour your language use and can change or modify meaning.

Further suggestions:

- Culture: you can ask your students to read the English *cultuur* sections at home, and then ask them questions about it in Dutch and encourage them to answer you in Dutch, but you need to take care to ask only questions with very clear answers. This can be followed by a discussion (if possible in Dutch) on the customs in their own countries.
- Numbers over a hundred/questions: you can do the following exercise on dates, after you have done the grammar on question formation. First, provide the students with a list of dates and events in (Dutch and Flemish) history, accompanied by a vocabulary list, and ask them when something happened or what happened on a certain date. Next you can ask them to make similar questions for their fellow students. So they are practising question formation and using dates in an entertaining context.
- Sentence structure: to practise sentence structure (inversion and questions), you can do some Body Grammar. Give each student a sentence part (on a piece of paper) and ask them to form a sentence by standing in the right order. This can also be done by laying the pieces papers on a table if students are reluctant to get up and move. e.g. *Je / moet / om 3 uur / naar Amsterdam / vertrekken / . /* You should tell your student which part should come first, e.g. *Ik* or *om 3 uur*. Next you can leave out one bit and add a question word and a question mark. e.g. *wanneer/ moet / je / naar Amsterdam / vertrekken / ? /*

Chapter 3: Op straat

In this chapter you will learn practical functions of everyday activities in the outside world. You will see that even in simple and straight forward activities such as shopping for clothes, the language you use conveys more than you think.

Further suggestions:

- Reading texts/summarising/discussion: further to exercise 17 on the use of *Wabliedt*, it works very well to make this into a permanent feature of your classes: your students look for an article themselves and take turns (e.g. one per lesson) in presenting this to their fellow students or the teacher in a one-on-one situation. Students should copy and paste their article in a word document, look up key vocabulary and summarise the article in their own words. They also formulate two questions which can lead to a short discussion of the topic. A handout can be distributed to the rest of the group before the presentation
- The use of the adjective: to learn a number of basic adjectives, you can play memory. [Download the file \[insert link to adjectieven_memorie.xls\]](#). First, students link the opposites and they can play a round of memory. Next, half of the set is used, put on a pile, students turn a card and name the opposite of this word. Following this, the other half of the set can be used to do the same, but this time, students try to make a sentence with the word and use it both attributively and predicatively, e.g. the card reads [*arm*], opposite is *rijk*. sentence: *Bill Gates is rijk, hij is een rijke man.*

Chapter 4: Groepsgedrag

In this chapter you will look at ways in which language is used in specific, set ways within particular groups, such as families, particularly in the context of group gatherings and celebrations. In this chapter you will also learn how official texts are written in order to get the point across to certain groups of people.

Further suggestions:

- Once you have covered the present perfect, it is a good idea to start each lesson with a chat about what students have done in the weekend, the day before etc. You can also ask more specific things such as *Wat heb je vanochtend gegeten?* in order to practise irregular verbs.
- Ask students to prepare *oefening 24* at home, this will allow them to have a real discussion in class about these topics, which will be very rewarding.
- To round off this chapter, it is interesting to let students have a look at a current campaign on www.postbus51.nl and ask them to present this to you as if you were an interested party (e.g. a head of school, a parent group, a group of MP's). They have to explore the various media this campaign uses and think about what the campaign is trying to achieve. You will have to define your role depending on the campaign. If they wish, students can prepare a short presentation in power point .

Chapter 5: Ik en mijn wereld

This chapter looks at how people express their identity and their view of the world through what they like and what they do. We will look at how different types of texts, for instance from a serious film magazine or a popular weekly magazine, use different kinds of language. Finally, we will look at some strategies for reading.

Further suggestions:

- *Tekst 2:* After the analysis of this poem, you can ask students to read it out loud and pay special attention to the vowels (long-short-diphthongs). They can tape the result and listen back to it. This is generally a good method for practising pronunciation. It is useful to have a copy of *Domweg gelukkig in de Dapperstraat* (Prometheus 2000) for this purpose. You can organise a Dutch poetry reading session on *Gedichtendag*, usually on the last Thursday of January. (more information on www.gedichtendag.org)
- Revision of the adjective/film reviews: you can ask students to pick a film review from a website (e.g. <http://www.telegraaf.nl/film/> or <http://www.cinema.nl/cinema/index.jsp>) and present this briefly to their fellow students. They should make a handout and delete the adjective endings from the text. The other students should then put the correct endings in. In a one-on-one situation, either the teacher can pick an article or the student can do it him/herself and leave it for a couple of days before trying to do the exercise. Similarly, gapped texts can be produced with words taken from the text. This can easily be done by the students themselves and will give them a useful tool for self study.
- By the end of this chapter, students' reading skills will have improved and they can be asked to find articles for their weekly presentations from *De Telegraaf* instead of *Wablieft*, which most of your students will have 'outgrown' by now. *De Volkskrant* also has fairly short articles. Make sure you tell students to pick informative articles (no opinion), which are not too long and with a context that they are familiar with.

Chapter 6: Werkklimaat

This chapter focuses on the world of work. You will study the way people talk about work and the various modes of communication at work such as e-mails. This chapter looks at how style and language use reflect relations at work: between employer and staff and between company and customer. We also look at ways of inviting people and how these reflect professional relationships. In addition, the chapter offers an opportunity to talk about personal development in a work context. Finally, some differences between Dutch as spoken in the Netherlands and in Flanders are discussed.

Further suggestions:

- Use of *er*: this often remains a tough topic for students. It is best to complement the exercises in the book with others from *Teach Yourself Dutch Grammar* (Hodder and Stoughton, 2003), or *Beter Nederlands 2* (Coutinho, 2003) which offers a good overview with analytical exercises.
- To practise subclauses, you can make additional material by choosing fairly simple and short articles, which contain a number of connectors (these can be a combination of adverbs (used with inversion or comma's), co-ordinating and sub-ordinating conjunctions). Discuss the article so the content is clear to all students. Then take the connectors out and put them in a list, so students have to fill in the gaps, based on context and sentence structure. Alternatively, you can re-write the text in main clauses and ask the students to link these together with a particular connector and adjust the sentences where necessary. Once more, you can use the articles the students have selected themselves.
- Following the discussion of job ads, you can ask students to write an application letter, in which they introduce themselves and motivate why they would be perfect for the job. They can also look for another ad online and apply for a job that suits them more. You may want to give them a few examples of application letters beforehand, so they are familiar with the genre.

Chapter 7: Open gordijnen

This chapter focuses on talking about the communities where people live or have lived, and the relationships they have with the people around them, particularly their immediate neighbours. We will also look at how people talk about their lifestyle. Furthermore, we will look at how language use affects objectivity and subjectivity.

Further suggestions:

- Present perfect/imperfect: students often find it hard to distinguish between the present perfect and the imperfect. You can do more analytic exercises by looking at literary fragments or newspaper articles and see which tenses are used and why. You can make a gap-fill exercise afterwards, where you put all the verbs in the infinitive, so students have to recreate the original.
- Lijnen: following *tekst 4* you can ask your students to look up information about obesity (*zwaarlijvigheid, overgewicht, obesitas*) and do a presentation about it. Say that they represent the Department of Health and they are addressing, for instance, a group of students or college administrators about the food being sold in college cafeterias.
- Listening: ask students to go to www.ster.nl and find an advert that appeals to them or that they don't like at all. They should report back to the other students in class about the product, its name, the target audience and the main sales point. If there is a computer in the classroom, it would be great if the other students can also watch the ad. They can also discuss whether this ad would be effective in their country.

Chapter 8: Ik doe wat ik wil

This chapter takes the issue of identity and language use into such areas as talking about immigration, integration and individualism. We delve below the surface to look at implicit messages people leave in their writing about, for instance, the identity of an organisation or their ideas about male and female relations. You will also learn how to structure texts and how to make stylistically effective descriptions depending on what you want to achieve with your messages.

Further suggestions:

- Following the *hoofddoekjes* debate, ask students to go the UCL Virtual Dutch website and work through the *Multicultureel Nederland* study pack (http://ucl.ac.uk/dutch/student_resources/studypacks.html). You can discuss the topics in class and have a debate yourself. The study pack is aimed at intermediate learners of Dutch and provides vocabulary, so students build up a useful body of vocabulary relating to integration and immigration, which are hot topics in the Low Countries today.
- Alternatively, you can ask students to read the culture section on p.241 at home and discuss the topic in Dutch in the next class. This can be followed by a comparison to the situation in the student's home countries.
- *Signaalwoorden*: You can ask your students to find an article from the opinion page of a newspaper and to select all the markers in this text. They can be deleted and the text can be made into a gap-fill exercise, similar to *oefening 16* and *17*.
- Writing: you can turn *oefening 35* into a collaborative writing exercise. Initially, each student writes his or her own piece and brings this to class. Students work in twos or threes and discuss one another's texts. They look at coherence, clarity and at how convincing it is. At a next stage, they can also comment on grammar and spelling. Students then re-write their texts and after a final round of corrections, all their pieces can be bundled together in a booklet for all students to read. (If all students are from the same country, ask them to focus on their region or city rather than the country as a whole.) This booklet can be used again in chapter 9, when discussing issues of national identity.

Chapter 9: Typisch Nederlands?

In this chapter we will focus on discussions of national identity and what the Dutch themselves and others consider to be "typically Dutch". We look at the problems of talking about national identity, and whether there is such a thing at all. We look at some historical issues which are considered to have shaped the Netherlands and we will look at how different newspapers represent events from different perspectives. In addition you will learn more strategies for writing.

Further suggestions:

- For *oefening 10*, students should have a look at what they wrote for *oefening 35* in the previous chapter. If you have made a booklet of their promotional texts, students can have a look at their fellow students' texts as well, and examine how they have represented their country or region. They should then ask themselves why, before moving on to writing their own vision on their national identity.
- For *oefening 23*, you could choose to focus mainly on the visual aspect and ask students to present ideas for a representative video clip of one minute about their country. Which images would they select and which music would accompany them?
- Topic-comment: if students want more practise with cohesion (topic-comment), you can cut up or mix up sentences of existing articles and ask student to put them back together.
- *Oefening 41*: Dutch media; the organisation of Dutch national television programming is changing in September 2006, you can ask one of your students to research this change, why it has come about and what its consequences are (have a look at <http://portal.omroep.nl/nossites/pubom>). S/he can then present this to the rest of the class and lead a discussion on the purpose of public broadcasting, funding etc.
- Royal wedding: if students are very interested in the Royal family and their whereabouts, they should tape the programme *Blauw Bloed*, which is broadcast every Friday on BVN-TV, the Dutch satellite TV station (or every Saturday on Nederland 1). Willem Alexander and Maxima always feature heavily. The student could select a fragment and bring it to class to discuss. A good listening exercise, as the topics are generally fairly straightforward.

Chapter 10: Vlaanderen

This chapter will give you more information about things which are considered to be typically Flemish, but moreover it will look at how Flemish people talk and think about themselves, particularly in relation to the Dutch. We will look at popular culture typical of Flanders and Belgium and we will read a wide range of texts, practising the language in a wide range of tasks, both practical and creative.

Further suggestions:

- After *tekst 4*, ask students to have a look at the multimedia presentation about Flanders, produced by the Flemish Government (see [links](#)) and have a discussion about how Flanders is represented. Think about: Which aspects do they focus on? Do you think this is an effective presentation? Would your country do the same (and compare to your video clip ideas from *oefening 23* in the previous chapter)
- To practise indirect speech, you can ask students to take an existing interview and re-write it in indirect speech. They will have to think about variation and giving more information about how things are said, e.g. *hij twijfelde, hij reageerde boos, lachend antwoordde zij* etc. Give the students a specific context for carrying out this task (for instance, presenting the interviewee's ideas in an article for a more formal newspaper/magazine.)
- Literature: if students indicate they would like to read more literature, you can refer them to *De Omgevallen Boekenkast* (Boom 2004), a collection of literary fragments which enables students to familiarise themselves with a number of well known authors, before they start reading a full novel. Good first novels are *Het Bittere Kruid* by Marga Minco or Tim Krabbé's *Het Gouden Ei*.

Chapter 11: Nederland in beweging

This chapter focuses on current political and social affairs in the Netherlands. We will look at various public debates taking place, and how different viewpoints shape the language people use in presenting their ideas. You will see examples of different strategies for presenting ideas, including humour. We will also take another look at making texts more coherent, by practising writing texts for different contexts. This chapter also includes various revision exercises and a self-evaluation.

Further suggestions:

- Weekly presentations: As this chapter touches on voices of dissent, it would be interesting to ask your students to select articles or columns from the opinion section of newspapers and magazines (see [links](#) for suggestions), and have them summarise what it is the writer or columnist is critical about and why. If the article employs humour, ask students to analyse how a humoristic effect is created. As columns often refer to current affairs, students will have to be aware of these or they should pick something that has reached international headlines.
- Debate: suggest a topic to your students or ask them to think of one and divide them into two groups; one for and one against a statement (e.g. *Nederland is vol.*). Ask them to prepare a number of arguments in favour of their view but also to anticipate the counterarguments the other team may have. In the first round, each team gets four minutes to present their ideas. In the second round, they get two minutes to react each. In the last round, they get one minute to round off the debate. If the parties cannot be convinced, you can finish with a more open discussion.